Name: Date: CLB Level: 3

Theme: Our Life Topic: Daily Routine Writing – SU Task

Part One- Grammar Review: How to change positive sentences to negative form.
Note: The topic only focuses on the current daily routine activities, so the grammar discussed does not cover the negative form of simple past or present perfect tense verbs.

- Read each sentence and find the verb.
- Then change your sentence to the negative form.
- Pay attention to the small changes you may need to make in your sentences. (G 2)

Positive sentence	Negative Sentence
Group 1- No extra verb for help- Only put a **NOT after verb.** to be verbs (am- is-are/ was-were) modal verbs (can/could, will/ would, shall/ should, ...)	
1. I am a nurse.	I am not a nurse.
2. You are a nice person.	
3. She is my friend.	
4. He is Halimo's uncle.	
5. It is my dog.	
6. We are in the class.	
7. They are Sahra's neighbours.	
8. Lemlem can cook delicious foods.	
9. Ayan can sing.	
10. Natnael will come to school early.	
11. Zebiba is going to work at 3 pm.	
12. Yurii could swim very well.	
13. You should come to class at 8 am.	
Group 2- Action Verbs- Need help for negative form: Put **don't/ doesn't before verb.** (Present Tense) I, you, they, we, two or more people: don't She, he, it, Samuel, Mary, my dog, (one person/ thing): doesn't	
1. I run fast.	
2. Lucy makes lunch everyday.	
3. They laugh very loudly.	
4. We go shopping twice a week.	
5. Halimo and Paola work together.	
6. Ayan irons her clothes on the weekend.	
7. Samuel sleeps 8 hours a day.	
8. Zakia watches TV every night.	

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Part Two- A- Let's talk about our daily routine.

A- Below, you see some examples of the activities we do in our daily life. Circle the activities you do in your daily routine.

Wake up/ wake up	Leave home	Dust the furniture	Do the dishes	Go to bed
Get home/ leave home	Go to work/school	Talk on the phone	Walk/ walk the dog	Go to sleep/ Fall asleep
Get dressed	Arrive at work/school	Read a book/ listen to/ watch	Watch TV	Drive/ take the bus, subway, …
Take a shower	Start work/ class	Feed the cat/ Dog/ children	Play games/ guitar, tennis, …	Do laundry
Shave… Face	Finish work/ class	Drop off/ pick up …	Surf the net	Help
Brush hair/teeth	Go to the gym/ go shopping/ go to class	Write an email	Check / write/ read… E-mails	Clean up the room/ rake the leaves
Have breakfast/ lunch/ dinner	Come back home	Do the housework	Put on/ take off … Pajamas	Have a chat/ talk
Make the bed	Make dinner/ lunch/ breakfast	Vacuum/ mop/ iron/ tidy up	Say the prayers	Take a nap

B- Read about Mr. Stewards routine and fill in the blanks with simple present verbs.

Mr. steward ..... always busy. He usually ..... up at 7:00 AM and he never ..... breakfast before taking a cold shower.

He often ..... cornflakes, scrambled eggs, toast and tea for breakfast. Then he ..... for a quick walk and ..... the newspaper. He never ..... it until after lunch. He ..... a pianist. At 9:00 AM he ..... at the piano and ..... for three hours. He ..... a lot of noise, but his neighbors ..... the music.

At 12, he ..... the TV news. 30 minutes later, he and his wife ..... lunch. It ..... a light meal. After reading the newspaper, he plays the piano again. At 7:00 PM all the family..... dinner. They .....meat or fish, some vegetables and ..... wine. The children also ..... soup and .....

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water. For dessert, they usually …… fruit, except on weekends. Every Saturday, Mrs. Stewart …….. a big cake.

Before concerts, Mr. Steward …… (not) dinner. He only …….. milk or juice.

Part Three- Writing Task- Read the information in each card and write about the daily routine of the people you see.

- ✓ Start with introducing the person in the picture, what their job is and then move to the schedule.
- ✓ Write the information in full sentences.
- ✓ Start the sentences with a capital letter and end with a period.
- ✓ Pay attention to your spelling and word order.
- ✓ Use a proper verb for each activity, either positive or negative verb.
- ✓ Use appropriate adverbs of time (such as every day, once a week, always, never, at 5 pm, on Monday, on Saturdays and Tuesdays, etc.) and sequencing words (such as then, next, after that etc.)

I did the first card for you as an example. See how I have followed the instructions to write about Victoria's daily routine.

<table>
<tr>
<td>Morning:
• get up- 6 am
• breakfast
• teeth
• leave – 8:15
Afternoon
• finish work- 5 pm
• Yoga
Evening:
• home- 8 pm
• shower
• bed – 10:10</td>
<td>A- Victoria- store manager
</td>
</tr>
<tr>
<td colspan="2">This is Victoria. She is a store manager. She gets up at 6 am and eats breakfast. After that, she brushes her teeth. She leaves home at 8:15 am. Victoria finishes work at 5 pm. Then, she goes to her yoga class. Victoria gets home at 8 pm, takes a shower, and goes to bed at 10:10 pm.</td>
</tr>
</table>

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Morning:

- get up- 5:30 am
- breakfast
- lunch for granddaughter

Afternoon

- care for grandchild
- radio

Evening:

- iron clothes
- dinner
- Bed – 9:15

B- Anna- retired



B-

Morning:

- get home- 7 am
- shower
- breakfast
- bed

Afternoon

- help- housework
- walk- dog

Evening:

- dinner- 7:15
- start work- 10 pm

C- Brian- security guard



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Morning: • get up- 7:30 am • face- teeth • university – 8:45 am **Afternoon** • finish class- 6 pm • basketball with friends **Evening:** • dinner- 7:30 • exams • bed – 11:20	**D- Mark- unemployed- student** 
D-	
Morning: • get up- 6:30 am • walk • shopping **Afternoon** • nap • meeting friends **Evening:** • light dinner- 7 pm • card game • bed – 9:30	**E- Tamara and Ali – retired teachers** 
E-	

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Morning: • get up- 6:30 am • breakfast- family • drop off kids- work **Afternoon** • pick up kids • prepare dinner **Evening:** • shower & bed- kids 8 pm • clean & tidy up	**F-Tom- ambulance driver- single father** 
F-	

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